



### Daily and Supporting Learning Targets

- Opening A: I can follow along in a shared text (poem).
  - I can count the number of words in a sentence.
  - I can point to the first word in a sentence.
  - I can point to the last word in a sentence.
  - I can point to words in a text.
  - I can move my finger under words as I read them on a page, left to right and top to bottom.
- Opening B: I can search for letters in a familiar text (poem): “g” and “i.” (RF.K.1)
  - I can identify the name of each uppercase and lowercase letter.
  - I can look at each consonant and say its sound.
  - I can identify the short vowel sound for every vowel letter.
- Work Time A: I can follow directions for writing letters “g” and “i.” (L.K.1)
  - I can print many uppercase letters.
  - I can print many lowercase letters.

### Ongoing Assessment

- Observe students during Opening. Determine whether they can identify the letters “g” and “i” in the shared text.
- Observe students during Work Time to notice their preferred grip during letter formation and correct as necessary.
- Record students’ progress on the Snapshot Assessment.

### Agenda

1. **Opening (5 minutes)**
  - A. Poem Launch: “The Grumpy Iguana”
  - B. Poem Letter Search: “i” and “g”
2. **Work Time (10–15 minutes)**
  - A. Getting to Know Letters (Part 2): “i” and “g”
3. **Closing and Assessment (2 minutes)**
  - A. Reflecting on Learning
4. **Differentiated Small Group Instruction and Rotations (40–45 minutes)**

### Teaching Notes

#### In advance:

- Post enlarged poem: “The Grumpy Iguana” (see supporting materials).
- Review Letter Formation Guidance document (see K–2 Skills Resource Manual).
- Copy the “i” and “g” handwriting papers.

- Prepare Snapshot Assessment (optional; one per student).
- Draw three horizontal lines on the board (two solid lines with a dotted line in the middle for letter formation demonstration).

## Vocabulary

### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

- keyword (L)
- feeling “blue,” ignore, inches (T)

## Materials

- ✓ Enlarged poem: “The Grumpy Iguana” (to display; see supporting materials)
- ✓ Keyword Picture Cards: “i” and “g” (one of each for teacher to display; from Lesson 31)
- ✓ Poetry notebooks (from Lesson 31)
- ✓ Poem: “The Grumpy Iguana” (one per student in their poetry notebooks)
- ✓ Highlighter, highlighting tape, or Wikki Stix® (one for teacher to circle the letter in poem)
- ✓ Writing utensil (optional; for students to circle the letters in their poetry notebooks or on their loose copies of the poem; one per student)
- ✓ Letter Formation Guidance document (standalone document for teacher reference; see K-2 Skills Resource Manual)
- ✓ Large pointer (optional; for teacher to point to words in poem as the class recites)
- ✓ “g” and “i” handwriting papers (one per student)
- ✓ Snapshot Assessment (optional; one per student)

## Opening

### A. Poem Launch: “The Grumpy Iguana”

- (Suggested transition song, sung to the tune of “I’m a Little Teapot”):  
*“Now let’s read the poem, line by line. Open up your ears to find the rhyme. When we read together, we sound great. Listen up to the rhymes we make.”*
- Display the **enlarged poem: “The Grumpy Iguana.”**
- Begin the Poem Launch instructional practice:
  1. Teacher invites two students to hold the **Keyword Picture Cards: “i” and “g.”**
  2. Teacher says: “Listen closely as I read this poem. Touch your nose if you hear anything about our iguana or goose. Our volunteers will hold up their Keyword Picture Card when they hear their character mentioned.”
  3. Teacher reads the enlarged poem: “The Grumpy Iguana” once or twice with expression, making movements that illustrate the actions in the poem (examples: grabbing grapes, gliding, ignoring).

4. Teacher asks:

***“Why is the /i/-guana so /g/-rumpy?”***

***“What does the /i/-guana do when the /g/-oose /g/-lides on over?” (He ignores the goose.)***

***“What does the /g/-oose do next?” (inches over)***

***“How does the /i/-guana respond?” (says “thank you”)***

5. Teacher says: “Now let’s learn the poem. I’ll say the first line and make movements that show the actions in the poem, and you’ll repeat. We’ll do that for each line in the poem.”
6. Teacher and students recite the poem aloud together once or twice more, making movements that illustrate the actions in the poem.

### Meeting Students’ Needs

- In step 4, when asking questions, draw students’ attention to the new phonemes (/i/ and /g/) by emphasizing the beginning sounds in the words “iguana,” “grumpy,” “goose,” and “glides.”
- Acting out the actions in the poem not only engages students but also develops Vocabulary. Example:
  - Modeling the movement “glides” and then “inches” supports understanding of the distinction between those two ways of moving.
- If students have their own copy of the poem and have trouble finding the letter, consider partnering students with other students who can help them locate the letter.
- Consider inviting individual students to come up and circle or highlight the letter(s) they find on the enlarged copy of the poem.
- Support students’ developing skill of connecting the phoneme (sound) to grapheme (letter) by repeating each word containing the letters being searched, emphasizing the letters’ sound in the word. Example:
  - “Right, you found another ‘g’ in the word ‘gate.’ /g/ate.”

### B. Poem Letter Search: “i” and “g”

- (Suggested transition song, sung to the tune of “I’m a Little Teapot”):

***“Now let’s read the poem, line by line. Letters make words and words make rhymes.  
We will search for letters, short and tall. Search them out and have a ball!”***

- Distribute **poetry notebooks** or copies of the **poem: “The Grumpy Iguana”** and **writing utensils** to individuals or partners.
- Begin the Poem Letter Search instructional practice:
  1. Teacher and students recite the poem, pointing to each word as they read it. During the shared reading of the poem, teacher asks students to point to the first word in each line and then the last word in each line.
  2. Teacher displays the Keyword Picture Cards: “i” and “g.”
  3. Teacher models searching for a letter “i.”

4. Teacher circles it in the enlarged poem with a **highlighter**.
5. Teacher says: “The letter ‘i’ starts the word ‘iguana.’ I can hear the /i/ sound at the beginning of the word ‘iguana.’”
6. Students circle the letter in their own copy of the poem with writing utensils, if using.
7. Repeat steps 3–6 a few more times with the same letter.
8. Repeat steps 3–6 a few times with “g.” Review letters from previous cycles, if time allows.
9. Teacher says: “Today we searched in the poem for letters we know. In the next lesson, we will search for special words called high-frequency words. That means authors use them all the time in their writing. We are going to figure out which high-frequency words the author used in this poem. Right now, it’s a mystery. I wonder which word it could be. We’ll find out soon!”

## Work Time

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### A. Getting to Know Letters (Part 2): “i” and “g”

- (Suggested transition song, sung to the tune of “I’m a Little Teapot”):
  - *“Now we’ll write a letter, line by line. Get your hand ready to start on time. When we write a letter, we start on top. Pull down until it’s time to stop.”*
- Begin the Getting to Know Letters (Part 2) instructional practice:
  1. Teacher reviews the letter sound from the previous lesson.
  2. Teacher selects the sound for review: /g/.
  3. Teacher says the name and sound of the letter: “g’ /g/”
  4. Teacher skywrites the letter while echoing the sound: /g/.
  5. Students echo the sound and say the letter while skywriting: /g/.
  6. Teacher invites students to follow along while writing the letters on the board.
  7. Teacher directs students in proper letter formation with letter formation directions (referring to the standalone **Letter Formation Guidance document**).

Example:

  - “g” is a belly line letter. It starts on the belly line.
  - Point to the belly line using a **large pointer** (optional).
  - Pull straight back on the belly line, curve down and around the feet line.
  - Go back up to the belly line, just like with the letter “a.”
  - Pull straight back down to the tail line and make a curve.
  - Teacher says: “g’ goose, /g/.”
  - Students repeat: “g’ goose, /g/.”
  8. Students write the letter on their **“g” handwriting paper**. Teacher directs students with letter formation guidance for lowercase “g.”
  9. Teacher circulates to assist students as needed, checking for proper grip.
  10. Students repeat letter formation two more times.

- Repeat steps 2–10 with uppercase “g” and upper- and lowercase “i,” using the “i” handwriting paper for the latter exercise.
- Teacher says: “Great job writing the letters ‘g’ and ‘i.’ Remember, to make the letter ‘g,’ (repeat letter formation directions). And when we make the letter ‘i,’ (repeat letter formation directions).”

### Meeting Students’ Needs

- Support students’ understanding of left-to-right directionality with large, clear illustration of letter formation.
- Encourage students to point to the body parts used in letter formation guidance (head, belly, feet) to support spatial and kinesthetic knowledge connection.

## Closing and Assessment

### A. Reflecting on Learning

- Emphasize that successful learners think about what they’ve learned and why it’s important. Consider using a metaphor, such as a baseball player learning to keep his or her eye on the ball to know exactly when to hit it.
- Ask:

***“When we write the letter ‘g,’ how can we remember where to start?” (Start at the belly line.)***

***“How will that help us with writing?” (Responses will vary.)***

### Meeting Students’ Needs

- For students who need additional support organizing their ideas: Provide sentence frames. Examples:
  - “When I write the letter ‘g,’ I \_\_\_\_.”
  - “When I see the letter ‘i,’ I know it says \_\_\_\_.”

## Differentiated Small Groups: Work with Teacher

*Suggested Plan: Teacher works with the Pre-Alphabetic and Early Partial Alphabetic groups. Teacher may meet briefly with the Late Partial and Early Full Alphabetic groups to get them started on independent work.*

*Note: Groups not working with the teacher at a given time should be engaged in purposeful independent rotation work. Refer to the Independent and Small Group Work guidance document (see K–2 Skills Resource Manual) for more details.*

**Pre-Alphabetic:**

- Practice activity: Teacher guides students as they practice letter formation for letters “i” and “g,” using “i” and “g” handwriting papers from the lesson:
  - Refer to the Letter Formation Guidance document (see K–2 Skills Resource Manual) as needed.
  - Continue to observe grip as students write letters.
  - Some students in this phase may need to work with forming straight and curved lines before continuing practice with letter formation.
  - If students need additional practice, provide a variety of materials for writing, such as sand trays, bags of shaving cream, etc.
- Consider also reading the Letter Story: “g,” found in the Learning Letters Book. After reading the story, practice skywriting the letter.

**Early Partial Alphabetic:**

- Practice activity: Students practice letter formation for letters “i” and “g,” using “i” and “g” handwriting papers from the lesson.
  - Refer to the Letter Formation Guidance document (see K–2 Skills Resource Manual) as needed.
  - Continue to observe grip as students write letters.
- Consider also reading the Letter Story: “g,” found in the Learning Letters Book. After reading the story, practice skywriting the letter.

**Late Partial and Early Full Alphabetic:**

- Practice activity: Students practice letter formation for letters “i” and “g,” using “i” and “g” handwriting papers from the lesson.
  - Refer to the Letter Formation Guidance document (see K–2 Skills Resource Manual) as needed.
  - Continue to observe grip as students write letters.